

The English National Curriculum is taught and revisited through each of the three terms.

## READING—Word Reading

Pupils should be taught to:

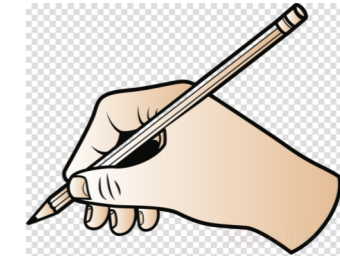
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

## WRITING —Transcription

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



## WRITING—Composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear

## READING—Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## WRITING— Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.



## WRITING—Vocabulary, Grammar and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



# Rose Green Infant School Topic Map — Autumn Term, Year 2

Once Upon a Time.



### ART & DESIGN

- Observational drawing using sketching pencils, and water colour paints.
- Looking at work of artists and create their own work using their style.
- To use oil pastels and chalks.

### D & T

- Design, make and evaluate
- Explore and use mechanisms including levers and sliders
- Understand the importance of eating 5 a day every day.
- Name and sort foods into the 5 food groups.
- Know how to use techniques such as cutting, peeling and grating.
- Prepare simple dishes safely and hygienically

### PE

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns

### MATHS

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- identify, represent and estimate numbers using different representations, including the number line
- read and write numbers to at least 100 in numerals and in words
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- use place value and number facts to solve problems.
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

### COMPUTING

- Understand how to program a device accurately.
- Use a simple program using 2Code
- To guess the behaviour of simple programs
- Name, save and retrieve my work
- Recognise common uses of information technology beyond school
- Awareness of on-line safety.

### RE

- Understands that people worship in different ways
- Begins to explain the purpose of worship, festivals, rituals and ways of life.
- Describe the main features of important religious festivals.ie Sukkot,Harvest, Diwali Christmas
- To link their own daily routines to children's of a different faith.

### GEOGRAPHY

- Record the weather for one week in Bognor for October .
- Find hot and cold places on a world map and explain why they are hot/cold.
- Know that some places in the world are hot and some are cold .
- Locate the equator and North and South Poles on a globe .
- Identify and compare natural and human features of hot and cold climates.

### MUSIC

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music



### SCIENCE

#### Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water , light and a suitable temperature to grow and stay healthy

Work Scientifically:-

- recording ,observing , comparing and testing the growth of plants

### RHE

- Talks about the different relationships they have in life
- Express how feelings affect us and the way that we behave
- Develop an understanding about how we can manage the feelings we are unsure about .
- Expresses how they would like to be treated
- Understands the different ways that people can show love and happiness

### HISTORY

- To think about changes within living memory link to Knig Charles iii and his coronation.



# Rose Green Infant School Topic Map — Spring Term, Year 2

## Fire and Fantasy.

### ART & DESIGN

- Use of pastels to create imaginative work
- Pencil work to observe and create texture on paper.
- Creating sculptures using clay and modrock. Using techniques and tools to create texture
- Learn about a range of artists.
- Experiment with collage.

### COMPUTING

- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### HISTORY

- Learn about events beyond living memory that are significant nationally.
- Create a timeline in chronological order.
- Use a variety of sources for information.

### RHE

- Express how feelings affect us and the way that we behave
- Develop an understanding about how we can manage the feelings we are unsure about
- Understand the term 'unique' and recognise what is unique in the people we know
- Begin to understand about what things people keep private, when we might need to break privacy, when and who we should tell if we feel uncomfortable or worried

### D & T

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Design, make and evaluate products.

### SCIENCE

- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Learn about the life cycle of various animals including humans
- Plant and observe the growth of bulbs and seeds
- Work scientifically- compare, observe and closely, identify, classify and record observations

### GEOGRAPHY

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs to recognise landmarks and basic human and physical features.
- Observe and measure weather according to the season, compare around the world.

### MATHS

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

### PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.
- Use apparatus safely .
- Develop sequences using the 10 gymnastics shapes.
- Evaluate own performances.



### MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

### RE

- Begin to understand the importance of special books for religious people and how these help guide them in their life as a Christian, Muslim or Jew.
- Name the religious texts for Christianity, Judaism and Islam.
- Begin to understand the similarities between Judaism, Islam and Christianity.
- Make connections with their own experiences and daily routines.
- Begin to describe differences and similarities with their own daily routines.



# Rose Green Infant School Topic Map — Summer Term, Year 2

## RE

- Describe own views and ideas about God in own words.
- Recognise some religious actions, i.e. Christian Aid.

## GEOGRAPHY

- Know and name key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather .
- Know and name key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Know and name and locate the world’s seven continents and five oceans.
- Talk about geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Record landmarks on a map of the United Kingdom.
- Learn the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

## MUSIC

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## RHE

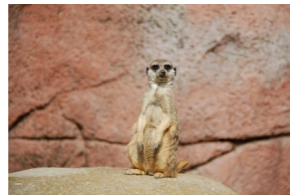
- Know when someone might need to dial 999 and how someone could help in an emergency situation.
- Understand how we can keep active to keep healthy and what might happen if we are not physically active .
- Understand what food does to our health and what is meant by ‘healthy diet’ .
- Begin to understand when spending time online becomes unhealthy and why.
- Begin to understand how to make sure that you are safe when communicating with others online .
- Understands where/who to go to if you are affected by something someone says to you online.
- Begin to talk about and learn about the feelings of loss related to change and death.
- Begin to understand the difference between girls and boys bodies.

## COMPUTING

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Composing music using 2compose.
- Organise data using 2graph.

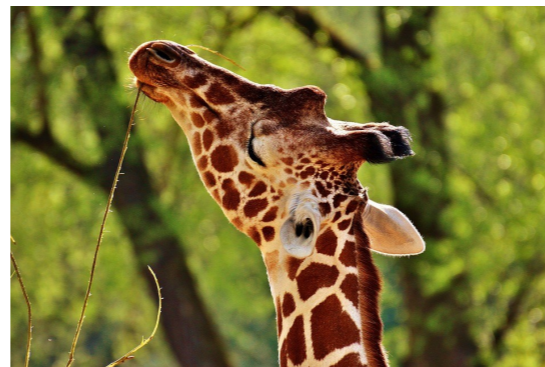
## HISTORY

- Learn about significant historical events, people and places in their own locality.



## SCIENCE

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats/microhabitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Sort, classify and record findings using charts, and find ways to answer questions.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Find out how the shapes of some solid objects can be changes, by squeezing, stretching etc.
- Observe, measure and ask questions and discuss ways to find answers to questions.



## ART & DESIGN

- To use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination .
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Explore printing using a range of natural and non-natural objects.

## Captivating Creatures and the World Around Us

## PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

## MATHS

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$  .
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.